

Brushy Creek Elementary

1344 Brushy Creek Rd.
Taylors, SC 29687

Grades	PK-5 Elementary School	
Enrollment	726 Students	
Principal	Sandra E. Griffin	864-355-5400
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Charles J. Saylor	864-268-3128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
5	34	12	0	1

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes
2005	Good	Below Average	Yes
2006	Good	Unsatisfactory	No

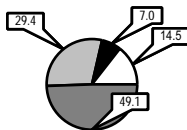
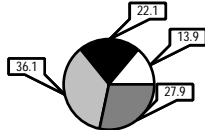
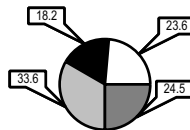
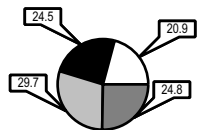
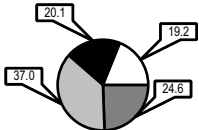
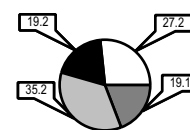
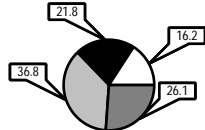
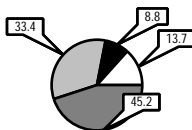
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

90.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	350	90.3	8.0	30.6	53.8	7.6	73.1	Yes	Yes
Gender									
Male	185	89.7	8.3	33.1	52.9	5.7	72.6	N/A	N/A
Female	165	90.9	7.6	27.8	54.9	9.7	73.6	N/A	N/A
Racial/Ethnic Group									
White	268	92.2	6.3	26.9	58.4	8.4	77.3	Yes	Yes
African American	55	85.5	14.3	45.2	38.1	2.4	57.1	Yes	No
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	14	71.4	30.0	50.0	20.0	0.0	30.0	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	261	99.6	4.1	28.6	58.4	9.0	79.6	N/A	N/A
Disabled	89	62.9	25.0	39.3	33.9	1.8	44.6	Yes	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	350	90.3	8.0	30.6	53.8	7.6	73.1	N/A	N/A
English Proficiency									
Limited English Proficient	14	71.4	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	336	91.1	7.2	30.4	54.6	7.8	74.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	98	81.6	17.3	41.3	36.0	5.3	57.3	Yes	No
Full-pay meals	252	93.7	4.9	27.0	59.7	8.4	78.3	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	350	90.9	7.0	39.1	29.8	24.2	70.2	Yes	Yes
Gender									
Male	185	90.8	5.7	38.4	27.0	28.9	71.1	N/A	N/A
Female	165	90.9	8.4	39.9	32.9	18.9	69.2	N/A	N/A
Racial/Ethnic Group									
White	268	92.5	4.2	39.1	30.3	26.5	73.9	Yes	Yes
African American	55	85.5	21.4	35.7	28.6	14.3	57.1	Yes	No
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	14	78.6	18.2	63.6	18.2	0.0	36.4	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	261	100.0	4.5	37.1	31.8	26.5	74.7	N/A	N/A
Disabled	89	64.0	17.5	47.4	21.1	14.0	50.9	Yes	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	350	90.9	7.0	39.1	29.8	24.2	70.2	N/A	N/A
English Proficiency									
Limited English Proficient	14	78.6	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	336	91.4	6.5	38.8	29.9	24.8	71.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	98	83.7	18.2	37.7	29.9	14.3	59.7	Yes	No
Full-pay meals	252	93.7	3.1	39.6	29.8	27.6	73.8	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	350	99.7	23.7	33.4	24.6	18.2	42.9
Gender							
Male	185	99.5	20.3	36.0	23.3	20.3	43.6
Female	165	100.0	27.4	30.6	26.1	15.9	42.0
Racial/Ethnic Group							
White	268	99.6	18.1	34.6	25.6	21.7	47.2
African American	55	100.0	40.0	34.0	20.0	6.0	26.0
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	69.2	23.1	7.7	0.0	7.7
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	261	100.0	14.3	35.1	27.8	22.9	50.6
Disabled	89	98.9	51.2	28.6	15.5	4.8	20.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	350	99.7	23.7	33.4	24.6	18.2	42.9
English Proficiency							
Limited English Proficient	14	100.0	60.0	20.0	20.0	0.0	20.0
Non-Limited English Proficient	336	99.7	22.6	33.9	24.8	18.8	43.6
Socio-Economic Status							
Subsidized meals	98	100.0	36.7	37.8	14.4	11.1	25.6
Full-pay meals	252	99.6	18.8	31.8	28.5	20.9	49.4

Social Studies							
All Students	350	99.7	21.0	29.5	24.9	24.6	49.5
Gender							
Male	185	99.5	19.8	28.5	26.2	25.6	51.7
Female	165	100.0	22.3	30.6	23.6	23.6	47.1
Racial/Ethnic Group							
White	268	99.6	16.9	26.0	28.7	28.3	57.1
African American	55	100.0	34.0	44.0	12.0	10.0	22.0
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	46.2	38.5	7.7	7.7	15.4
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	261	100.0	12.2	29.4	29.0	29.4	58.4
Disabled	89	98.9	46.4	29.8	13.1	10.7	23.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	350	99.7	21.0	29.5	24.9	24.6	49.5
English Proficiency							
Limited English Proficient	14	100.0	40.0	40.0	10.0	10.0	20.0
Non-Limited English Proficient	336	99.7	20.4	29.2	25.4	25.1	50.5
Socio-Economic Status							
Subsidized meals	98	100.0	35.6	32.2	16.7	15.6	32.2
Full-pay meals	252	99.6	15.5	28.5	28.0	28.0	56.1

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	101	99.0	7.4	18.1	56.4	18.1	74.5
	4	90	100.0	17.9	41.7	39.3	1.2	40.5
	5	93	100.0	20.2	44.0	33.3	2.4	35.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	147	92.5	7.1	19.7	59.1	14.2	73.2
	4	103	94.2	6.4	31.9	61.7	0.0	61.7
	5	100	83.0	11.3	46.3	36.3	6.3	42.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	101	99.0	6.4	33.0	43.6	17.0	60.6
	4	90	100.0	17.9	36.9	26.2	19.0	45.2
	5	93	98.9	22.9	27.7	21.7	27.7	49.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	147	93.2	6.3	37.0	32.3	24.4	56.7
	4	103	94.2	9.6	43.6	29.8	17.0	46.8
	5	100	84.0	4.9	37.0	25.9	32.1	58.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	101	98.0	11.8	30.1	38.7	19.4	58.1
	4	90	100.0	22.6	26.2	21.4	29.8	51.2
	5	93	100.0	23.8	25.0	21.4	29.8	51.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	147	100.0	20.7	40.7	26.7	11.9	38.5
	4	103	99.0	21.4	27.6	31.6	19.4	51.0
	5	100	100.0	30.2	29.2	14.6	26.0	40.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	101	99.0	4.3	40.4	29.8	25.5	55.3
	4	90	98.9	14.5	44.6	20.5	20.5	41.0
	5	93	100.0	22.6	27.4	17.9	32.1	50.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	147	100.0	14.8	29.6	33.3	22.2	55.6
	4	103	99.0	27.6	26.5	19.4	26.5	45.9
	5	100	100.0	22.9	32.3	18.8	26.0	44.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 726)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.5%	Down from 1.8%	1.9%	2.8%
Attendance rate	96.8%	Up from 96.6%	96.9%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.5%	Up from 9.2%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	9.1%	Up from 7.1%	0.0%	0.0%
Eligible for gifted and talented	16.4%	Down from 18.5%	18.7%	10.4%
On academic plans	14.5%	N/AV	25.5%	33.6%
On academic probation	5.0%	N/AV	1.5%	1.0%
With disabilities other than speech	10.4%	Down from 11.3%	6.3%	7.5%
Older than usual for grade	0.2%	Down from 0.3%	0.3%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n= 44)				
Teachers with advanced degrees	45.5%	Down from 47.4%	56.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	1.8%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	87.1%	Down from 87.6%	89.6%	87.3%
Teacher attendance rate	96.4%	Up from 94.2%	95.0%	94.9%
Average teacher salary	\$42,342	Up 2.1%	\$44,027	\$42,485
Prof. development days/teacher	8.4 days	Down from 10.2 days	11.6 days	13.3 days
School				
Principal's years at school	10.0	Up from 9.0	4.3	4.0
Student-teacher ratio in core subjects	21.1 to 1	Down from 21.2 to 1	20.1 to 1	18.6 to 1
Prime instructional time	92.1%	Up from 89.7%	90.4%	89.7%
Dollars spent per pupil*	\$5,125	Up 2.2%	\$5,930	\$6,557
Percent of expenditures for teacher salaries*	65.8%	Down from 67.4%	66.2%	64.0%
Percent of expenditures for instruction*	68.7%		71.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.7%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	Down from Good	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Goals and Objectives: The faculty and staff of Brushy Creek Elementary School worked together with parents and community representatives to develop a shared vision and school goals for the 2005-2006 school year. These groups reviewed the most recent test data, S.C. state standards for learning, and the Education Plan of the School District of Greenville County. Priority goals for Brushy Creek Elementary were to improve student performance in Mathematics, English/Language Arts, Science and Social Studies as measured by PACT. Strategies adopted to support these goals included professional development for teachers, use of math strategies such as Everyday Counts Math and math manipulatives, daily analogies, improved alignment of curriculum with PACT, use of school-wide writing and editing rules, and thinking and reasoning activities. ACT 135 monies were used to employ a computer lab manager who worked with classroom teachers to integrate technology into the academic curriculum. An after-school tutorial program provided assistance to students scoring below basic on PACT ELA, Math, Science or Social Studies. Our SIC (School Improvement Council) worked especially hard with PTA on our goal of increasing community and parent involvement in school activities sponsoring one Family Reading Adventure Night, Family Clay Night, a fall carnival, and multiple volunteer opportunities. All school strategies are aligned with and support the five goals of the District Education Plan. Success will be measured by student performance on standardized tests, and parent and student surveys.

Accomplishments: Brushy Creek Kindergarten and first grade students are assessed using the S.C. Readiness Assessment Test. Brushy Creek students scored at or above state and district averages on the Iowa Test of Basic Skills. Students in grades 3, 4, and 5 scored above district and state averages on the Palmetto Achievement Challenge Test in Math, English/Language Arts, Science and Social Studies. Brushy Creek Elementary is a four-time Palmetto Gold Award Winner based upon PACT scores. We believe that focused staff development, alignment of instructional strategies with curriculum standards, use of the Four Block Reading model and Everyday Counts Math model, academic enrichment provided to at-risk students in our after-school tutorial program, use of volunteers, and outstanding parental support of academic programs all contribute to the success of our students.

Plans for the future: Examination of the most recent test data will be critical in planning for the 2006-07 school year. MAPS (Measure of Academic Progress) testing, new to Greenville County Schools in the 05-06 school year, has provided detailed information regarding student performance and instructional needs of our students. Results from various surveys administered to students, parents and staff will be studied. Faculty and staff, SIC, and PTA will all be involved in establishing specific goals to improve student academic performance and school strategies to support the Education Plan of the District. Our after school tutorial program has shown great success in reducing the number of students scoring below basic on PACT. We believe that we are raising the academic challenge and performance of each student and that our test scores support this.

Principal: Sandra E. Griffin

SIC Chair: Tim Bishop

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	44	91	49
Percent satisfied with learning environment	97.7%	89.8%	95.7%
Percent satisfied with social and physical environment	95.2%	88.8%	93.9%
Percent satisfied with school-home relations	97.7%	81.4%	93.8%

*Only students at the highest elementary school grade level at this school and their parents were included.